CONTENTS

1. Introduction
2. International perspectives
3. Early years education - making it work
4. Driving gender equality in STEM
5. Growing London’s young talent - Key Stage 5 and beyond
6. It takes a city - breaking down barriers to improve social mobility
7. Teach London - making teaching in London as attractive as it can be
8. Further information
Introduction

“What does it take to provide a world class education system in London?”

This Education Conference is an important opportunity for the Mayor to engage with London’s education leaders. The annual event helps shape the Greater London Authority’s work with schools and others over the next three years.

Delivering a world-class education system is at the heart of London’s ambition to continue to grow as a global hub of innovation, culture and economic activity. London has a lot to be proud of when it comes to education. We have the best schools anywhere in the country and London leads the way in narrowing the achievement gap between pupils from rich and poor backgrounds.

The Mayor’s priorities

The Mayor promised to fight for London’s schools in the face of funding cuts from the government’s proposed national school funding formula. This could see over 70 per cent of London’s schools getting less money in the future.

The Mayor saluted headteachers and teachers as the backbone of our schools. Nurturing professional talent and making London an attractive place to work is essential to keep great teachers and leaders in London schools.

Early years provision is vital and this will be a greater focus at City Hall, alongside apprenticeships and careers, to help young people make the most of the city’s creative and scientific jobs.
International perspectives

The plenary talks provided international perspectives and views of excellence in teaching and leadership around the globe. All speakers cited how London already has many features of an outstanding education system.

Steve Munby OBE (CEO, Education Development Trust) drew upon global research ‘*Five Interesting Cities*’ and ‘*Inside-out and Upside down: How leading from the middle has the power to transform education systems*’ co-authored with Michael Fullan. London, compared to other international comparisons, has benefited from not being overly reliant on a single education leader. We have successfully engaged senior leaders right across the system to sustain the city’s great improvements.

Why is London continuing to improve?
- London has embedded “leading from the middle” as a way of working.
- School leadership continues to be effective and proactive.
- Collaboration between schools remains relatively strong.
- Key organisations such as the Mayor’s Office, London Leadership Strategy, Challenge Partners and some good local authorities are helping to provide the glue.

What does London need to focus on?
- Recruitment and retention of teachers.
- Focus strongly on high quality practitioner-led CPD within and across schools.
- Leadership development and talent spotting.
- Continue to demonstrate “Leadership in the Middle” creating “systemness”
- Welcome challenge: outward-looking, peer reviewed and evidence-based approaches.
- Strong coalitions with key stakeholders – employers, training providers, parents, professional associations and voluntary groups.

Learning is everyone’s business

Anthony Mackay AM (CEO, Melbourne Centre for Strategic Education) gave a fascinating insight into how London can continue to be a Global City Model for learning success. He urged London school leaders to take on the common goal of shared moral purpose to educate all young people for employability and citizenship. In a global era this means ongoing learning, developing competencies and using technology effectively. Key attributes for success are empowerment of teachers and leaders to mobilise the whole system in London towards achieving educational excellence.

Across high performing jurisdictions such as Singapore, arts, music, dance and physical education are being prioritised to encourage creative skills. Schools will need to develop new pedagogies with a greater emphasis on deep collaboration, feedback and coaching. Big cities, like London, can be drivers for their countries’ education – utilising a wider partnership of stakeholders for a high performing system.
People are at the heart of education

Carol Campbell (Associate Professor, Ontario Institute for Studies in Education, Canada) set out the importance of people and the core values for achieving excellence in education. She outlined the “5 Ps” which are important to success.

School teachers and leaders are at the core of success. Ontario has focused on recruitment and retention at all stages of teaching with a cross sector workforce development panel. Leading with evidence is at the heart of teacher professional development.

Empowered educators will look across the education system and work together to make education an attractive career. Young people’s experience of education as a profession is based on their experience at school, so this is the most effective recruitment strategy. Taking these approaches will help address mental health and well-being positively for both for teachers and pupils.

Looking forward
Deputy Mayors Joanne McCartney, Rajesh Agrawal, Jules Pipe and Matthew Ryder talked to head teachers to hear their views on how we can best take forward the Mayor’s pledges at the GLA, with the parallel sessions detailed in this report.

We will be working with London schools in the coming months to help shape the Mayor’s ambitious new vision “London Learning” for education in the city. This will steer our work with schools, boroughs and the wider education system over the next three years.
Early years education - making it work

The clear message from the 80 attendees at this session was that the early years’ (EY) narrative needs to change so that EY is no longer seen as separate from education. Practitioners across services need to work collaboratively to achieve a self-improving, holistic and system-led service.

The session, chaired by Joanne McCartney AM (Deputy Mayor, Education and Childcare), explored the importance of early years to life chances; the challenges facing the sector, and ideas to bring about change.

Julian Grenier (Headteacher, Sheringham Nursery School and Children’s Centre) outlined the hyper-complexity of the EY system. This can have a negative impact on the most disadvantaged families. There is opportunity for London EY practitioners to work collaboratively and become system leaders, much like London schools have in Education. Read Julian’s blog to find out more.

Julie Messer (Executive Headteacher, Eldon Primary School and Eldon Children's Centre Hub) gave an overview of how Enfield’s ‘Terrific Twos’ programme works in practice, the joined up approach taken, and the impact seen on children’s wellbeing and school readiness. She also stressed the importance of having a coherent system and working with families.

Sue Egersdorff (Founder, International Early Years Foundation) discussed the need to change the narrative of what EY is and underlined how crucial good development is. Contrary to Aristotle’s quote “give me a child until he is 7 and I will show you the man”, research suggests experiences before half this age will have a defining impact on adulthood. However, cognitive capacity will not develop without nurturing and learning in partnership. EY practitioners are therefore leaders in human development as these years are the fundamental building blocks for life. The brain doubles in size in the first year and reaches 90% of its full size at age 3.

The ~80 system leaders gave feedback on ideas proposed for the Mayor's Early Years Education Hubs. There was positive support for this approach, with suggestions to incorporate the following:

- Relationships are key; ensure engagement with parents/carers
- Engage health and other services; EY settings can’t do it alone
- Wellbeing is imperative as cognitive development depends upon emotional needs being met, with child development knowledge essential
- Data and evidencing impact is essential. Incorporate wider measures than good level of development (GLD) e.g. health
- Quality CPD, leadership and raising the status of the workforce is essential to sustain this work.
- Play, the outside world and risk taking are essential to development but we also need to recognise children are “digital natives” and think about how we use technology effectively.

**Key Early Years Challenges for London**

- Children from disadvantaged families in London are disproportionately missing out on high quality childcare.
- Only 57% of disadvantaged 2 year-olds in London accessed their free part-time place, versus 68% nationally.
- Childcare costs are far higher in London.
- 71% of London’s 5 year-olds now achieve a good level of development, but over 31,000 children in London don’t.

The ~80 system leaders gave feedback on ideas proposed for the Mayor's Early Years Education Hubs. There was positive support for this approach, with suggestions to incorporate the following:

- Relationships are key; ensure engagement with parents/carers
- Engage health and other services; EY settings can’t do it alone
- Wellbeing is imperative as cognitive development depends upon emotional needs being met, with child development knowledge essential
- Data and evidencing impact is essential. Incorporate wider measures than good level of development (GLD) e.g. health
- Quality CPD, leadership and raising the status of the workforce is essential to sustain this work.
- Play, the outside world and risk taking are essential to development but we also need to recognise children are “digital natives” and think about how we use technology effectively.
Driving gender equality in STEM

A key message from the London STEM Roundtable report was that gender stereotyping remains a pervasive force that creates barriers to girls accessing careers in STEM. This parallel session, chaired by Jennette Arnold OBE AM, explored the evidence behind gender inequality and how businesses, third sector organisations and schools can work together to challenge gender stereotyping both inside and out of the classroom. London STEM findings can be found in the Annual Report STEM summary.

Rajesh Agrawal (Deputy Mayor for Business) outlined how girls consistently outperform boys in exams - yet 40% more boys took STEM A-level subjects last year. This is why the Mayor has committed £7million towards a Digital Talent programme aimed at underrepresented groups including young women.

Rajesh is also committed to promoting the London Ambitions Portal to businesses. The free tool makes it easy for businesses to connect with schools and provide career development opportunities. Its search function can also identify STEM opportunities for girls.

Rajesh outlined the importance of City Hall leading by example. Following the publishing of a gender pay audit, the GLA Equalities Taskforce is now writing an action plan to ensure equal representation at senior levels. The Mayor has also appointed a majority female Business Advisory Board, with women from senior tech sector positions.

Jessica Rowson (Gender Balance Manager Pre-19, Institute of Physics), explored how gender stereotyping is often caused by unconscious biases we all possess. The Opening Doors report outlines how schools can combat these at all levels, promoting institutional-wide change towards gender equality. A key take-home message was that “differences between males and females should not be of major concern to educators. There is more variance within groups of boys and within groups of girls.”

Kuljit Rahelu (Headteacher, Hornsey School for Girls) joined Jessica and Rajesh for the panel session. Kuljit made the case for empowering young girls to feel a sense of belonging when walking into any room. The recent film Hidden Figures was given as an example of media that invigorates dialogue about gender stereotyping in STEM. Kuljit explained the need for partnerships between schools and STEM organisations to have depth – not just involving one-off events. She noted that City Hall should continue to create space for discussion that brings educators together to network and exchange ideas.

The approx. 50 school leaders attending then gave feedback on how the Mayor can help drive gender equality in STEM.

Through analysis of comments received, we found overwhelming support for:

- CPD provision on equality to empower teachers to challenge gender stereotypes in classrooms
- Targeted science programmes to raise aspirations in groups underrepresented in STEM
- An Equal Play campaign and event to showcase and encourage gender equality in the toy manufacturer and retailing sectors
- Encouraging diverse STEM professionals to provide careers support to schools
Growing London’s young talent – Key Stage 5 and beyond

London has high participation at Key Stage 5 and good level 2 and 3 achievements. However, one third of London’s 16 year olds in 2015 did not achieve GCSE A*-C in Maths and English and around 25% of young people drop out of their KS5 courses before they turn 18. London has half the national average of apprenticeships and the lowest numbers of apprenticeship completers in the country. Alongside this we have challenges of curriculum reform, linear qualifications and funding pressures. Further details in the annual report summary on key stage 5.

“We’re here today because of our commitment to growing London’s young talent. That’s why we do the job we do.”
Mary Vine Morris, (Regional Director, Association of Colleges and session chair).

Jules Pipe (Deputy Mayor for Planning, Regeneration and Skills) outlined his commitment to developing home grown expertise and ensuring all London businesses and young people have access to the skills they need to succeed. Businesses need a talent pipeline to skilled individuals, especially in light of Brexit.

Skills for Londoners will take a city wide strategic approach. It will not just start at 16 but will look at pathways from school. There are common challenges across the capital and none of us can do everything. The introduction of the Apprenticeship Levy is expected to rapidly increase employer engagement with schools and FE. Businesses will have a clear financial reason to work with schools to develop their apprenticeship pipeline. We all need to work together to get parity of esteem for apprenticeships and FE. There is a need to find a new language for London - for parents, young people and teachers. The term vocational is often misused and abused.

“The challenge we have is how do we ensure young people getting a great education can take advantage of the opportunities in the city”, outlined Cllr Peter John OBE, (Deputy Chair of London Councils, and Leader of Southwark Council). Dr. Jane Overbury OBE (Principal of Christ the King Sixth Form College) felt “our students must be able to contribute to the global city they are located in. We cannot do this without high quality engaged teachers”. “Access to talent is London First’s number one priority”, expressed Mark Hilton (Director of Education, London First)

The approx. 40 education leaders identified key areas where the Mayor could support activity:

- We need to broaden young people’s horizons starting at Primary age.
- The introduction of degree apprenticeships is good news and will help improve esteem.
- London Ambitions is a fabulous blueprint. A large number of schools have adopted it and it is being used as a template for work across the country. The challenge is how we can roll out London Ambitions faster and make sure that it is embedded.
- There is a dearth of literature regarding 16-19 pedagogy. We need to identify what works. Evidence based research can be powerful as professional development and has been seen to improve teacher recruitment and retention.
- There is a need to think more systematically at Key Stage 5 and agree a vision that we can all start to galvanise behind.
It takes a city - breaking down barriers to improve social mobility

The parallel session, chaired by Joan Deslandes (Headteacher of Kingsford Community School) explored how the Mayor can support schools to promote social integration and social mobility, especially for their most disadvantaged pupils. The clear message from the session was that the voices of young people need to be central to Mayoral policy.

Natalie Perera (Executive Director, Education Policy Institute) presented key statistics from the Annual London Education Report 2017. See the social mobility summary.

<table>
<thead>
<tr>
<th>London's Key Successes</th>
<th>London's Key Challenges</th>
</tr>
</thead>
<tbody>
<tr>
<td>➢ London children perform better than any regions in England.</td>
<td>➢ Low apprenticeship take up</td>
</tr>
<tr>
<td>➢ London has the lowest NEET rate in England.</td>
<td>➢ Widest disadvantage gap for white pupils at both Key Stage 2 and Key Stage 4.</td>
</tr>
<tr>
<td>➢ Disadvantaged and EAL pupils perform better in London than elsewhere.</td>
<td>➢ Black pupils, particularly black Caribbean pupils, are the lowest performing major ethnic group at every key stage.</td>
</tr>
</tbody>
</table>

Natalie also highlighted the importance of high quality, accessible early years’ education in tackling disadvantage in education and the potential impact of the loss of funding for London schools on its most disadvantaged pupils.

Matthew Ryder (Deputy Mayor for Social Integration, Social Mobility and Community Engagement) highlighted the important role schools play in this area (particularly the valuable data they collect) and invited them to feed back on the Mayor’s equalities framework. Matthew recognised the importance of sports and volunteering for young people to play a more active role in their communities, noting the Team London Young Ambassadors Programme.

Carey Oppenheim (Chief Executive, Early Intervention Foundation) highlighted the importance of evidenced-based early intervention on tackling disadvantage and promoting social mobility. Carey identified a number of effective approaches to early intervention including: starting at an early age, involving parents and carers, and using data and evidence to commission what works.

Noelle Doona (Assistant Headteacher, Hendon School), and pupils Sharmarke Dhaqane and Millie Turner discussed their ‘Stamp out Stigma’ community mental health conference. They explained how students successfully bid for a Unilever BrightFuture grant, created the merchandise, attained mental health training and arranged VIP guests including the CEO of Barnet, Enfield and Haringey Mental Health NHS Trust. They also outlined their continued work in this area and on other social action projects.

The approx. 100 school leaders fed back on how the Mayor could support them with:

- **The challenges schools face for their most disadvantaged pupils** – by promoting parental engagement (e.g. parent ambassadors) and more support for targeted groups of young people e.g. those in care, attending pupil referral units or alternative education provision, and young people with autism and mental health problems.
- **Innovative ways to support and promote active citizenship** – through promoting citizenship in schools, recruitment of citizenship teachers, championing volunteering and providing access to quality work experience opportunities.
- **The role of schools as community hubs and access to wider opportunities** – by championing community arts, sport and culture e.g. through the London Curriculum and to support communities and schools to develop the right infrastructure to work together.
Teach London - making teaching in London as attractive as it can be

Recruitment in London is getting more difficult. Primary teachers are leaving the profession more than anywhere else. Head teachers are retiring between the ages of 50 and 59. At the same time London has rising pupil numbers and many new schools opening. Further details about teachers are in the annual report summary.

The session, with ~100 school leaders, chaired by Karen Giles (Headteacher, Barham Primary School) aimed to:

- Engage London school leaders on ‘Teach London’ strategy plans to tackle teacher shortages and support teacher career development across London.
- Consult on style, options and priorities for such a pan-London recruitment campaign, with a further strand to support teacher retention in London.
- Demonstrate early deliverables and progress on the Mayor’s school leadership development pilot, Getting Ahead London.

Esther Gee (Rosendale Primary School) gave her personal journey into teaching including how flexibility in her hours has played a key part in her retention, alongside fantastic CPD opportunities such as involvement in a GLA LSEF project.

David Weston (Teacher Development Trust) discussed retention through structured teacher career development, whether paths leading to leadership or specialist roles. He felt that London could better utilise its specialist leaders in education (SLEs).

Dame Sue John (Challenge Partners) outlined Getting Ahead London’s coaching triads, many of which are cross phase. Participants work together with an experienced head or CEO to build motivation, self- awareness, confidence, skills and networking opportunities. 95% of participating deputy and assistant heads believe the programme has motivated them to want to become a head. Five participants have already secured headship positions. A two minute film clip was shown.

Martin Lavelle (Headteacher, Southgate School) explained that the Teaching Schools Council in London is working with other agencies, including the GLA, to scope a long-term plan for better regional co-ordination and marketing on recruitment and retention of London teachers. At this stage the main focus of ‘Teach London’ is on increasing ITT applications but with a long term action plan to actively ‘selling’ all of the great opportunities and resources that exist in London to support a teachers’ career development.

Demonstration Teach London webpages illustrated recruitment alongside a coordinated and London system led marketing campaign. Ultimately, this could display great opportunities and benefits for teachers at every career stage. A prototype ‘Get Into Teaching: London Atlas’ building on the current London Schools Atlas, showcased how prospective teacher trainees could navigate a personalised map of school or university training opportunities.

- London is a city of unparalleled opportunities for teachers. It’s a great place to train and start your career.
- Whatever your subject, there are so many different ways to build your career as a teacher in London.
- If you want to make a real difference to young people’s lives through teaching, there is no better place than London.
- Outside of school, London offers a myriad of ways to enrich your students’ learning.
Further information

Schools newsletter
Sign-up for our termly e-bulletin to keep updated with the latest news, opportunities, resources and events for London teachers, pupils and schools.

Annual Education Report 2017
London continues to celebrate success in education, thanks to the hard work of students, teachers, head-teachers and support staff. Read the Mayor’s Annual Education Report which sets out what strategies and programmes are needed for London to become a world-class education system.

Schools Brochure
This guide brings together our programmes for schools. They range from school leadership development through to healthy schools, student volunteering and more. Our programmes support schools to provide a great education. They also help schools make use of London’s fantastic businesses and institutions so our young people have the best chance to succeed.

Finally a big thank you to…

- Redbridge Community College for their brilliant performance.
- Hackney New School Choir for their uplifting singing.
- Darcy Bussell and DDMIX for the after-lunch energizer.
- Laura Dockrill for a heartening piece of poetry to end the day.